The International Journal

for

# THE EDUCATION OF THE BLIND

Vol. III June, 1954 No. 4

# THE INTERNATIONAL JOURNAL

# FOR

# THE EDUCATION OF THE BLIND

Editorial Offices and Place of Publication, 999 Pelham Parkway, New York 69, New York. Entered as second-class matter April 15, 1953 at the post office at New York, N. Y., under Act of March 3, 1879.

The International Journal for THE EDUCATION OF THE BLIND is a professional magazine of methods, techniques and research for teachers and workers in the field of the visually handicapped. It is incorporated under the laws of the State of New York to create a medium for the free expression of the progress or the need for progress in the field of the blind. It is intended to provide opportunities for the free exchange of ideas, suggestions, and achievements in the area of the visually handicapped; to disseminate information and the findings of research and experiment relative to the methods and techniques in the education and training of the blind; to give recognition (through awards or otherwise) for outstanding contribution and service to the cause of the blind. In general, to encourage the advancement and uniformity of the methods of teaching and assisting the blind; to foster a greater national and international consciousness and understanding of the problems and well-being of the blind throughout the world; to stimulate interest, research and creative effort affecting the education and training of the blind and to encourage thoughtful and enlightened endeavor to achieve this end.

Published quarterly by the International Journal for the Education of the Blind, Inc. Subscription $2.00 (foreign postage, 15 cents additional) per year. Single copies, 50 cents. Checks and post-office orders for subscription should be made payable to The International Journal for the Education of the Blind, Inc.

Editor, Paul C. Mitchell; Associate Editor, Joseph J. Kerr; Academic Editor, Virginia L. Hooff; Administration and Supervision Editor, Edward H. Brayer; Commercial Editor, Mrs. Frances Williams; English Editor, Blanche W. Doutherty; Independent Foot Travel and Orientation Editor, L. P. Howser; Library Editor—Milded L. Methven; Music Editor, Mary Weir Tanenbaum; Physical Education Editor, Charles Buell; Social Science Editor, Mrs. Louise H. Hancock; Vocational Arts, Frederick M. Sigafoos; Vocational Rehabilitation Editor, Harold H. Bates; Correspondents —Alabama Institute for Deaf and Blind—Miss Lucile Mahan; Arizonia State School for the Blind—Dr. Louise Wilber; Arkansas School for the Blind—Mrs. Martha Hartman; Colorado School for the Deaf and Blind—Charles E. Kaufman; Connecticut Institute for the Blind—Mrs. Julie L. Hayes; Florida School for the Deaf and the Blind—McKay Vernon; Georgia Academy for the Blind—Miss Margaret Loudermilk; Idaho State School for the Deaf and Blind—Mrs. Dena Hill; Indiana School for the Blind—Dr. S. M. Whinery; Kentucky School for the Blind—Paul J. Langan; Louisiana State School for the Blind—Dr. Diedrich Ramke; Maryland School for the Blind—Miss Lois Cox; Michigan School for the Blind—Mrs. Lulu Alonso; Minnesota Braille and Sight Saving School—B. L. Berhow; Mississippi School for the Blind—John W. Eakes; Missouri School for the Blind—Miss Anna M. Howell; North Carolina State School for the Blind and Deaf—Mrs. Rachel Rawls; New York State School for the Blind—Miss Eleanor Elwyn; Ohio State School for the Blind—O. J. Hill; Oklahoma School for the Blind—John A. Meldrum; Oregon State School for the Blind—Everett Wilcox;

(*Continued on inside of back cover*)

THE INTERNATIONAL JOURNAL
FOR
THE EDUCATION OF THE BLIND

Vol. III June, 1954 No. 4

# CONTENTS

PAGE

The A. A. I. B. Convention at Batavia ..... 258

Educational Principles for Teaching Blind Children — *Lillie Aamoth* ..... 259

A Study of Salary and Wages — *M. E. Frampton* ..... 262

Research on Science and Mathematics Models Used in Teaching the Blind — *Daniel C. Birecree* ..... 265

The Blind in the Philippines — *Edwin J. Culbertson* ..... 268

Grammagraphy System for the Blind — *Mrs. Evangelie Micropoulou* ..... 270

Books Received ..... 271

News from the Field — United States and Abroad ..... 272

Letters Received ..... 276

Copyright, 1953, by
**The International Journal for
THE EDUCATION OF THE BLIND, Inc.**
999 Pelham Parkway, New York 69, New York

# THE A.A.I.B. CONVENTION AT BATAVIA

The forty-second biennial convention of the American Association of Instructors of the Blind will be held at the New York School for the Blind, Batavia, Sunday June 27th to Thursday July 1st.

This year's conference will follow the pattern set at the Kentucky School for the Blind in 1952 when workshops took up the major amount of time.

At least fourteen such workshops will function during the Batavia convention. There will be six workshop sessions in all; two on Monday, two on Tuesday, and the final two on Wednesday.

Registration will be Sunday afternoon, June 27th. At eight o'clock that evening the opening session will be held, at which time Dr. Neal F. Quimby, Superintendent of the New Mexico School for the Blind, will deliver the president's address.

An average of two general sessions will be conducted each day. On Monday evening the entire time will be devoted to a business meeting, as well as the closing session on Thursday forenoon, July 1st.

Convention entertainment will begin with an informal reception after the opening session on Sunday evening. Tuesday afternoon will be open for a possible trip to Niagara Falls. On Wednesday evening, June 30th, special entertainment is being planned.

In addition to workshop sessions there will be reports of standing committees, reports from national organizations and addresses by outstanding men in the field of the blind.

Officers of the conference are:

President — Dr. Neal F. Quimby, Alamogordo, New Mexico.

First Vice President — John C. Lysen, Faribault, Minnesota.

Second Vice President — Robert H. Thompson, St. Louis, Missouri.

Secretary-Treasurer — Egbert N. Peeler, Raleigh, North Carolina.

Joseph J. Kerr, Philadelphia, Pennsylvania
William T. Heisler, Staunton, Virginia
Mrs. Blanche Dougherty, Muskogee, Oklahoma
Donald W. Overbeay, Vinton, Iowa
Miss Lillian Ricks, Talladega, Alabama

Members of the Program Committee are:

Mrs. Arlene Huckins, Salem, Oregon
Miss Josephine Taylor, Newark, New Jersey
Mr. Harry Ditzler, Alamogordo, New Mexico
Miss Betty Carpenter, St. Louis, Missouri
Mr. Carl Monroe, Talladega, Alabama

The workshop type of conference brought convention attendance at Louisville to an all-time high. Attendance figures in 1954 promise to exceed those of two years ago.

J. C. Lysen, Chairman
Program Committee AAIB

# EDUCATIONAL PRINCIPLES FOR TEACHING BLIND CHILDREN

*By* LILLIE AAMOTH

The main objective in teaching any child, sighted or blind, is to enlarge his horizon through personality development. He must be taught to feel his responsibility to himself, his family and the community, not only as a receiver, but as a giver as well — not only to make a living, but to learn to live harmoniously with himself and with others. Hence, the blind child should become "agreeable to live with, be able to conquer blind habits, and able to discipline himself." Simultaneously, the sighted must be educated to understand the blind. We who live in a visual world must not attempt to make the blind child conform to our way of seeing things. Rather, we must seek to give him tools to develop his potentialities and to make his world a real, functional world for him.

Blindness limits the range and variety of experiences. It increases difficulties in mobility. It creates problems in coping with the environment, that is, in conforming to standards set up by people in the visual world. Due to these limitations the blind so often develop undesirable attitudes. Since the blind cannot see to imitate others, they may seem unsocial, peculiar, not concerned with posture, remain rather infantile, enjoying having people do much for them. As they grow older, they may not be tolerant of the ideas of classmates but be very positive in their reactions to one side only of a question instead of considering both sides. They may form snap judgments or lack realization due to limited experiences. To some, the fallacy that "vision means financial success" is a stigma. Their self-pity may become a false sense of self-regard. Auto-activity, through development of mannerisms, is due to lack of stimulation from the objective world which, in turn, leads to self-stimulation such as swaying the body.

Lillie Aamoth teaches third and fourth grades in the Montana School for the Deaf and Blind. Mrs. Aamoth has a B. A. degree from the State Teachers College at Manot and has done graduate work at the University of Washington, Oregon State College, and in the College of Education, Great Falls, Montana.

Just how shall one proceed to try to build a sound, integrated program which will make emotionally stable and socially adjusted personalities out of blind boys and girls? Three avenues to consider in carrying out this program are: the teacher, the physical surroundings, and development of educational principles with methods to execute them.

The personality and educational requirements set up for a classroom teacher of the blind are very high. She needs to have preparation and experience as a teacher of sighted children, plus special preparation in education of the blind, either in college or in service. She must have a sympathetic, understanding attitude with patience and perseverance to allow for limitations and individual differences. She must be able to adjust the curriculum so as to set up programs with activities within the reach of the child's level and energy. She needs to have a working knowledge of Braille for reading and writing and know how to present it in the best possible manner. A layman's knowledge of the common causes of blindness and their effects helps her to analyze the reactions of the child. She must be firm in her convictions and be able to win the child's confidence through emotional stability and a cheerful, pleasing voice. It is her duty whenever possible to be an active participant in community affairs, clubs, and organizations, in order to establish good public relations and interpret the program to the public. Last, but not least, she must maintain a cooperative spirit in her relations with her fellow workers.

It has been said that learning takes place as the pupil realizes purposes that are interesting and meaningful for him. The impulses, desires, and interests of the learner are exceedingly important in facilitating learning. How can this be accomplished?

First, provide a teacher who has a true love and understanding of children plus the professional requirements mentioned above. Next, give the child pleasant surroundings in which to work. Nothing can be more absurd than the old idea that all the blind needed were four

bare walls, a place to sit, and a door to enter and leave through. No, give the child a chance to be proud of his environment, particularly his school room. "Pretty up" the windows with curtains to give beauty of quality through the fingertips. Place pictures on the walls within reach of the child which are pleasing to touch. Give him a bulletin board of his own where he may display his own work. Add to this a library corner, a shelf for hobby collectors, a place for plants, in fact, I cannot enumerate all the possibilities which can help to make the surroundings exciting.

Four educational principles must be applied to the methods of teaching the blind child, namely: concreteness, unified instruction, additional activation and stimulus and self-activity. I shall briefly touch upon each one concerning possible developments.

I. Principle of concreteness

We must teach concretely. Blind children must build up concrete concepts by sense of touch and kinesthetic movements. Verbal descriptions must be supported by concrete experiences. Do not use models if you have access to the real object. If you have to resort to a model be sure it is in proportion to the real thing. Do not try to use all material prepared for the sighted. I am reminded of the story about a little blind boy in a primary Braille reading class. While considering the sentence which should read, Oh! Oh! Oh! he said, "Three Oh's." Unable to see any pictures to arouse his interest he was bored with it all. The common belief that the blind child's other senses fully compensate for the loss of sight is not entirely true. His Braille reading needs are ability to remember, ability to associate and ability to concentrate. This in turn is brought about by persistent attention, practice, adaption and effort.

There is no limit to the ordinary things that the blind do not know without direct contact. The child must have tactual training to teach him such conceptions as: top, bottom, before, behind, over, under and numerous others. In giving directions for doing something new proceed from the known to the unknown.

Field trips are good outlets for concrete experiences. They also provide an unlimited opportunity to arouse community interests in the needs and potentialities of these folks who are members of society. Trips to a museum are very valuable. Let me cite just one example: A verbal description of a bird may leave the blind child with misleading ideas about the appearance of a bird. Give him the opportunity to FEEL the stuffed bird, the feature texture, beak, tail, foot form, body shape, size, etc. Next time the bird call record is played on the record player it will have a new meaning to him. Verbal descriptions are necessary to build up associations of color, space and fire. The blind child learns about fire through its effects: he FEELS the heat, SMELLS the smoke, and HEARS it crackle. The senses become activated to enrich the experiences of the child. A high school girl once told me that there were only two things she felt she had no true conception of, namely, color and the appearance of the sky. Lack of real concreteness may lead to fantasy and unreality.

II. Principle of unified instruction.

Work units and projects give blind children total experiences which they cannot gain by themselves since they get only partial impressions of an object by touch. Again, field trips add much to unified instruction. The success of a trip is based upon the mental alertness of the leader in preparing the class with definite assignments on what to look for at the same time giving verbal descriptions about the surroundings. It is not difficult to integrate social studies and language experiences in these joyful associations of outside stimuli which children enjoy so much.

Good correlation of teaching units do much toward establishing proper attitudes. The field of dramatics offers many opportunities for this. In social studies you may study the history of the play; the home economics department may take care of the costuming, shop classes build the staging, music department provide entertainment and so on down to the curtain puller. Other projects may be: playing store, post office project, study of weather.

III. Principle of additional stimulus.

The blind are restricted in ability to get about, hence, cannot expose themselves to experiences which folks in general have. The teacher must bring experiences to the child or take the child to the experience. In other words, he must be the constant stimulator and supply officer. This requires special preparation and must be geared to the mental development of the child. He must meet the readiness standard which is, "learning takes place with a minimum of effort and a maximum of success."

Here indeed is a big challenge because it is through stimulation that we develop emotional stability, social consciousness, muscular coordination and memory training. We must keep in mind that results overlap in application of the educational principles.

In the first place, do not standardize the individual. Put yourself in his place. What does he know? What does he need to know? Create in him the will to be active by curiosity to learn more. He needs to repeat the activiites over and over because he cannot see to imitate. When he asks the question, "How am I doing?" with a follow-up of statements like these: "I must improve — I must do more of this — I must use all my efforts and attention to reach the goal," then repetition has a meaning for him.

Blindisms usually result in uneconomical use of the child's energy and potential. Substitute something to activate the child. In stressing social acceptance dwell upon appearance, habits, attitudes, proper speech, in short, "You want to be likeable and acceptable." Stress imagination in dramatics to overcome shyness. Assembly programs offer opportunities to share performances with others, to develop tolerance for each others abilities, practices in how to choose, how to respond, improve speech and poise. Chorus develops teamwork, trains the memory and has cultural influences. Health program stimulates good health so necessary for enjoyable living.

Humor sustains interest. We laught only at things which we understand. True happiness may be summed up in the statement, "The secret of happiness is not in doing what one likes but in liking what one does."

IV. Principle of self-activity.

Teach the child self-reliance and self-confidence. Make him feel that he belongs. This means utilizing challenging teaching skills. Give just enough help but insist that he learn to help himself. Give tasks that are not too difficult and in proper dosages. Stress individualization to the extent that he be allowed to function on the fringe of his potentiality. See to it that the child gets a chance to experience as many situations as possible within the range of those to which seeing children are normally exposed. Help him to acquire and practice behavior patterns adequate to meet social standards.

We theorize so much on developing desirable social attitudes but more effort must be made to provide pupils with actual practice in applying these attitudes to life situations. No one teacher or department or household can successfully teach these skills unless there is a cooperative plan to carry them out from the highest office to the handyman.

When pupils must learn how to appear like other people, we are the mirrors upon which they build their confidence. Orientation is very necessary in order to gain ease and confidence in walking, dining room etiquette, personal appearance, party etiquette, introductions, public appearance. They need experiences in all kinds of travel, also in use of the telephone.

Let the primary children plan and act as hosts and hostesses at their own birthday parties. The older students may take charge of their school party planning, with the teacher acting only in an advisory capacity.

Provide opportunities for as many outside contacts with sighted children as possible. This includes such as, Scouting, Camp Fire, Sunday School, skating, dancing, swimming, to mention only a few.

Rhythm periods are very relaxing and stimulating. Give quiet moments where the child may do something just for the sake of relaxation.

Intelligent discipline is very important because it means an orderly way of doing things. Restrain where necessary. The blind needs consistency in what is expected of him. This means that all who deal with him must be consistent in what they expect of him. Give him a chance to unload emotionally if necessary. Do not instill fear because it tends to be an inhibiting rather than a stimulating force.

A well adjusted blind child should, through training, be able to approach new situations with increased confidence. He will learn to accept his handicap knowing what he can do and accept help when needed. His own experiences are as subjectively happy to him as similar experiences are to the sighted. Only when comparisons occur does he become unhappy and dissatisfied. This leaves a challanging question in our minds, "Just when does a child discover he is blind?"

# A STUDY OF SALARY AND WAGES

*By* M. E. FRAMPTON

To All Superintendents of the Residential School in the United States:

Through your cooperation the following summary of the findings of a study of salaries and wages paid personnel in 34 residential schools in the United States and to teachers in 13 public day classes is presented herewith.

It must be borne in mind that in a study of this kind, with such a wide diversity of terminology for personnel titles, such widespread geographic locations of schools, and regional differences of the cost of living index, it is not always possible to make these figures as completely comparable from a statistical point of view as one would have liked them to be.

Many of the obvious variables in such a study have been factored out so that the probable error of the findings is very small. Other variables were not amenable to such treatment and in consequence answers to certain questions could not be made on the basis of this data. Some of the samples were small in certain categories. On the whole, however, the figures represent a fairly accurate picture of what is being paid personnel in the two broad categories of service areas to the blind child.

## I.

*New York State Teacher's Salaries**

All teachers in New York State Schools, whether or not they teach in Special Classes are paid the same scale: Minimum $2,500 — Maximum $5,825

| Salary Step or Year of Service | SCHEDULE A (1) | (2) | Increment | SCHEDULE B (1) | (2) | Increment | SCHEDULE C (1) | (2) | Increment |
|---|---|---|---|---|---|---|---|---|---|
| 1 | $2500 | $2700 | ..... | $2700 | $2900 | ..... | $3000 | $3200 | ..... |
| 2 | 2600 | 2800 | $100 | 2815 | 3015 | $115 | 3138 | 3338 | $138 |
| 3 | 2700 | 2900 | 100 | 2930 | 3130 | 115 | 3275 | 3475 | 137 |
| 4 | 2950 | 3150 | 250 | 3195 | 3395 | 265 | 3563 | 3763 | 288 |
| 5 | 3100 | 3300 | 150 | 3360 | 3560 | 165 | 3750 | 3950 | 187 |
| 6 | 3250 | 3450 | 150 | 3525 | 3725 | 165 | 3938 | 4138 | 188 |
| 7 | 3400 | 3600 | 150 | 3690 | 3890 | 165 | 4125 | 4325 | 187 |
| 8 | 3550 | 3750 | 150 | 3855 | 4055 | 165 | 4313 | 4513 | 188 |
| 9 | 3700 | 3900 | 150 | 4020 | 4220 | 165 | 4500 | 4700 | 187 |
| 10 | 3850 | 4050 | 150 | 4200 | 4400 | 180 | 4725 | 4925 | 225 |
| 11 | 4000 | 4200 | 150 | 4350 | 4550 | 150 | 4875 | 5075 | 150 |
| 12 | 4000 | 4200 | 0 | 4350 | 4550 | 0 | 4875 | 5075 | 0 |
| 13 | 4300 | 4500 | 300 | 4680 | 4880 | 330 | 5250 | 5450 | 375 |
| 14 | 4300 | 4500 | 0 | 4680 | 4880 | 0 | 5250 | 5450 | 0 |
| 15 | 4300 | 4500 | 0 | 4680 | 4880 | 0 | 5250 | 5450 | 0 |
| 16 | 4600 | 4800 | 300 | 5010 | 5210 | 330 | 5625 | 5825 | 375 |

*From "Tenure and Salaries of Teachers, Law Pamphlet 11," The University of the State of New York Press, Albany, N. Y. - 1953 New York State Education Department.

*New York City Salary Scale*

The New York City salary scale ranges from a minimum of $3,000 to a maximum of $6,300 in 16 steps with $200 additional for 30 credits beyond the A.B.

II.

Table Showing Teachers' Salary Range in 13 Public School Systems in the U. S. having P. S. Classes for the Blind*

| School System No. | Minimum | Maximum |
|---|---|---|
| 1 | 3300 | 6100 |
| 2 | 3400 | 5800 |
| 3 | 2450 | 3450 |
| 4 | 3820 | 6062 |
| 5 | 3400 | 5700 |
| 6 | 3200 | 5500 |
| 7 | 2680 | 4480 |
| 8 | 3550 | 6200 |
| 9 | 3600 | 6300 |
| 10 | 3830 | 6300 |
| | | if Ph.D. 7000 |
| 11 | 3830 | 6300 |
| 12 | 3800 | 7130 |
| 13 | 3327 | 6327 |

Arithmetic mean minimum 3399
Arithmetic mean maximum 5819

*Years to reach maximum salaries varied widely; the average was 7 years. All figures are cash figures on 10 months school basis or equivalent.

III.

Table showing Teachers Salary Range in 34 Residential Blind Schools in the U. S.

1953-1954*

| School No. | Minimum | Maximum |
|---|---|---|
| 1 | 3251 | 4383 |
| 2 | 3000 | 4900 |
| 3 | 2400 | 3504 |
| 4 | 2196 | 2880 |
| 5 | 3050 | 4850 |
| 6 | 4080 | 5220 |
| 7 | 2600 | 3700 |
| 8 | 2400 | 3800 |
| 9 | 3105 | 4140 |
| 10 | 2376 | 2811 |
| 11 | 2535 | 5235 |
| 12 | 2400 | 3650 |
| 13 | 3118 | 4600 |
| 14 | 2988 | 3438 |
| 15 | 2925 | 3240 |
| 16 | 2160 | 3240 |
| 17 | 2450 | 3450 |
| 18 | 3150 | 4200 |
| 19 | 2100 | 3600 |
| 20 | 2400 | 3600 |
| 21 | 2385 | 3213 |
| 22 | 3500 | 4000 |
| 23 | 2520 | 4600 |
| 24 | 2700 | 4100 |
| 25 | 2600 | 4000 |
| 26 | 2628 | 4100 |
| 27 | 2640 | 4200 |
| 28 | 1800 | 3600 |
| 29 | 2700 | 4600 |
| 30 | 2500 | 4200 |
| 31 | 2100 | 2900 |
| 32 | 3000 | 4300 |
| 33 | 2400 | 3600 |
| 34 | 2750 | 4000 |

Arithmetic mean minimum 2703
Arithmetic mean maximum 3937

*All figures are cash figures on ten-months school basis or equivalent. Full maintenance has been averaged at $90 per month for room and board; other maintenance rates and factors have been adjusted to cash basis. Employment factored on a ten-months base. Credit added for 12 months employment; subtracted for 9 or 9½ months. There was not sufficient material presented to indicate years to maximum salaries in the various schools.

---

Dr. M. E. Frampton is Principal of the New York Institute for the Education of the Blind and Professor of Education in the Graduate School of Hunter College in New York City. Dr. Frampton is also Secretary-Treasurer on the Board of Trustees of the International Journal.

## IV.

Table showing Salaries for various Personnel employed in 34 Residential Schools in the U. S. 1953-54

| | Special Teachers Vocational | Braille | Music |
|---|---|---|---|
| Minimum | 1900 | 1900 | 2200 |
| A. mean | 3200 | 2400 | 3200 |
| Maximum | 4600 | 3300 | 6327 |

| | Physical Education | Head Teacher | Case Worker |
|---|---|---|---|
| Minimum | 2868 | 3327 | 2860 |
| A. mean | 4099 | 4726 | 4321 |
| Maximum | 6327 | 6888 | 6570 |

| | Placement Officer | Psychologist | Nurse |
|---|---|---|---|
| Minimum | 3480 | 3600 | 1652 |
| A. mean | 4427 | 5107 | 3126 |
| Maximum | 5231 | 7130 | 4363 |

| | Registrar | Librarian |
|---|---|---|
| Minimum | 2500 | 1800 |
| A. mean | 3100 | 3013 |
| Maximum | 4020 | 3600 |

| | Superintendents (Chief Executive Officers) | Principals or Assistant Principals |
|---|---|---|
| Minimum | 3950 | 3400 |
| A. mean | 8238 | 5184 |
| Maximum | 15000 | 7870 |

| | Secretaries | Bookkeepers | Stenographers |
|---|---|---|---|
| Minimum | 2000 | 2600 | 1690 |
| A. mean | 3081 | 3608 | 2372 |
| Maximum | 5004 | 4980 | 3442 |

| | Chief Engineer | Teacher Training | Housemothers |
|---|---|---|---|
| Minimum | 3180 | 4000 | 1215 |
| A. mean | 4335 | 5333 | 2313 |
| Maximum | 7020 | 6888 | 3132 |

| | Matrons | Maids | Stewards |
|---|---|---|---|
| Minimum | 1800 | 1215 | 4720 |
| A. mean | 3109 | 1875 | 4813 |
| Maximum | 4680 | 2945 | 6700 |

| | Telephone Operator | Clerks | Proctors |
|---|---|---|---|
| Minimum | 1205 | 1500 | 400 |
| A. mean | 1970 | 2170 | 1800 |
| Maximum | 2985 | 3300 | 2645 |

| | O. T. Specialists | Research (Range only) | Counselling and Guidance Service (Range only) |
|---|---|---|---|
| Minimum | 3535 | | |
| A. mean | 4122 | 4000-6000 | 4128-6000 |
| Maximum | 5231 | | |

| | Farm Managers | Farm Hands | Attendants |
|---|---|---|---|
| Minimum | 3252 | 1500 | (Range only) |
| A. mean | 3452 | 1890 | 850-1320 |
| Maximum | 3600 | 2140 | |

| | Watchmen | Janitors | Porters |
|---|---|---|---|
| Minimum | 1664 | 1300 | 1800 |
| A. mean | 2202 | 2281 | 2004 |
| Maximum | 3078 | 3078 | 2200 |

| | Dietitian | Cooks | Seamstresses |
|---|---|---|---|
| Minimum | 2520 | 1580 | 2212 |
| A. mean | 3295 | 2548 | 2291 |
| Maximum | 4200 | 3572 | 2340 |

| | Kitchen Aids | Laundresses | Maintenance Personnel |
|---|---|---|---|
| Minimum | 924 | 1500 | 1380 |
| A. mean | 1529 | 2219 | 1842 |
| Maximum | 2451 | 3252 | 2451 |

| | Store Clerks (Range only) |
|---|---|
| Minimum | 1800-2400 |

The following personnel were listed with corresponding salaries paid for 1954:

Printer — 4620
Accountant (2) — 4363, 3587
Receptionist — 1860
Director of Public Relations (2) — 3720, 5000
Braille stenotypist — 3732
Proctors (3) — 400, 2645, 1800

Medical personnel (excepting nurses) are employed for the most part on a part-time basis. The range for part-time salaries of dentists, doctors, visiting specialists was from $300 to $900 per year with varying numbers of visits per week — maximum 4, minimum 1. The average was $500 per year on this basis. Some schools pay on a fee basis. The range of fees was from $10 to $25 per visit.

Years to reach maximum salaries varied widely. The average was 7 years. All figures are cash figures on ten-months schools basis or equivalent.

## V.

### Summary of Findings.

A study of this type is largely informative. There are not many conclusions which can be drawn from the materials presented. It is interesting to note the following.

(1) The wide differential between the arithmetic mean maximum salaries paid teachers in the public school systems of the United States and those paid teachers in the residential schools. This, of course, is something which the executives of schools have known for some time past. It is interesting to note, however, the actual differences, and it is probably an important item to present to all governing bodies of our schools. There is substantial progress which we need yet to make in raising our teachers' salaries.

(2) A study of the salaries paid the different personnel indicates quite a widespread range between minimum and maximum. It is undoubtedly caused by the difference in the cost of living scales in the varying geographic areas of the United States. No facts were presented to permit a study of years to maximum salaries or how many personnel had reached the maximum.

(3) Specialized personnel, such as case workers, psychologists, O.T. specialists, etc., are too few in our schools.

# RESEARCH ON SCIENCE AND MATHEMATICS MODELS USED IN TEACHING THE BLIND

*By* DANIEL C. BIRECREE

Before a teacher in the field of special education can do a competent job of teaching such factual subjects as mathematics and science, it is necessary for that teacher to compile great sources of materials which will be of value in the actual teaching situation. Naturally these materials must be evaluated carefully and the final selections should be based on practicability. However, one cannot evaluate materials until the sources of such materials have been learned and compiled. Because of this fact the research of sources of materials seems to be the most logical place to start as a teacher works toward the goal of concrete concept building.

It is not enough to embark upon the compiling of sources of materials of any nature. The methods used in teaching the handicapped have a great and most important influence on the types of materials used. In the educational field of the blind it is essential that most materials be of such a nature that the tactual sense be of paramount consequence in their use.

The use of more experienced teachers' applications of models used in the education of the blind was suggested as a step toward the evaluation of the models as well as a method of compiling sources of models available at present. A form letter and fill-in questionnaire were drafted, mimeographed, and sent to all the schools for the blind and Braille classes in the nation. The list of schools which included the superintendents' or the supervising teachers' names and addresses was furnished by the American Printing House for the Blind.

Individual letters also were sent to the commercial companies requesting specific information in relation to models which they felt practical for instructional use in the education of the blind. Letters of inquiry were also sent to Mr. F. E. Davis, Superintendent of the American Printing House for the Blind, and Mr. C. G. Ritter, Technical Research Director for the American Foundation for the Blind.

---

Daniel C. Birecree is instructor of science and mathematics in the Junior High School of the New York State School for the Blind. Mr. Birecree has a B. A. degree from Brockport State Teachers College and is working for a master's degree from Buffalo State Teachers College.

A total of ninety form letters and questionnaires were sent to the state schools for the blind and Braille classes in the various public school systems throughout the nation. A total response of fifty letters was received at the time this paper was being written which means that 55.6% of the schools and classes consulted responded within a two month period.

The commercial companies which were consulted along with the American Foundation for the Blind and the American Printing House for the Blind totalled eight. The responses from these organizations were 100%.

The actual breakdown of state school and Braille classes was as follows:

| | Letters Sent | Letters Received | Percent Response |
|---|---|---|---|
| State Schools | 46 | 33 | 71.8% |
| Braille Classes | 44 | 17 | 38.6% |
| Commercial Companies | 8 | 8 | 100% |

The following commercial companies and organizations were listed in the responses from various schools and classes as sources for models.

*Commercial Companies*:

A. J. Nystrom and Company
3333 Elston Avenue
Chicago 18, Illinois
Central Scientific Company
79 Amherst Street
Cambridge 42
Boston, Massachusetts
Chicago Apparatus Company
1735-1743 North Ashland Avenue
Chicago, Illinois
Denoyer-Geppert Company
5235-5259 Ravenwood Avenue
Chicago 40, Illinois
Eimer and Amend
635 Greenwich Street
New York 14, New York
Fisher Scientific Company
717 Forbes Street
Pittsburgh 19, Pennsylvania
General Biological Supply House, Inc.
761-763 East 69th Place
Chicago 37, Illinois
Hobbycraft Model Supply Incorporated
Hobbycraft
Model Supply Incorporated
2097 East Eight Mile Road
Hazel Park, Michigan
Jewell Models
Carlinville, Illinois
Milton Bradley Company
Springfield 2, Massachusetts
National Model Distributors
2516 North Greenview Avenue
Chicago 14, Illinois
New York Scientific Supply Company
28 West 30th Street
New York City, New York
Robinson Howell Company
641 Mission Street
San Francisco, California
Scientific Laboratory
4647 West Foster Avenue
Chicago 30, Illinois
Sewell Company
122 East 25th Street
New York 10, New York
Wards Natural Science Establishment, Inc.
3000 Ridge Road East
Rochester 9, New York

*Organizations*:

American Foundation for the Blind
Aids Section
15 West 16th Street
New York 11, New York
American Printing House for the Blind
1839 Frankfort Avenue
Louisville 6, Kentucky
Braille Institute of America
741 North Vermont Avenue
Los Angeles 27, California
Howe Memorial Press
Perkins Institute
Watertown 72, Massachusetts

NOTE: Catalogs may be obtained by writing directly to the companies.

The most common of the commercial models in relation to science that is in use in the schools for the blind is of a biological nature. They are constructed mostly of a wire frame around which plaster-of-paris is formed or molded. They are considered to be quite sturdy and, what is more important, they are accurately scaled models in *most* instances. These models also can be taken apart section by section and examined.

Some of these models are: the human torso including muscular structure, digestive system, respiratory system, circulatory system, cross-section of the cranium, cross-section of the brain; the joints of the body including elbow, hip, knee, shoulder, the eye, cross-section of the skin, birth series (13 models).

Some of the plants and animals available are: amoeba, crayfish, earthworm, fish, flower, frog, grasshopper (cross-section) hydra, leaf, mitosis, paramecium, root tip, stem, stuffed animals (from taxidermy houses), and tadpole embryo.

Physics models that are of a nature to be of value are not listed by the commercial companies. These would include such things as simple levers, pumps, steam engine, gas engine, and hydraulic systems.

Among the mathematic models and aids are: geometric forms including related perimeter, area, and volume forms; counting frames; Sewell slate (can be used for science also); fraction trainer; Braille ruler; wood marking guage; gauge blocks; Braille vernier calipers; Beijer micrometer; Braille protractor; Braille slide rule, circular type; geometric aid construction board; clay board; peg board (for graph work and number concepts); cube slates: and cube inch set.

At present the commercial companies do not carry many models in relation to mathematics. The type of models which are needed for everyday arithmetic are of such a nature that they can be made by the classroom teacher. One device in the experimental stage in the way of commercial models is a felt board which will be adeptable,to algebra.

Most of the responses indicated that the making and using of homemade models by the students was of definite value and considered as a part of the curriculum. Many schools have complete model libraries consisting of home-made models which were designed and constructed during the W. P. A. era.

Some of these mathematic models are: geometric forms, number concept devices (a baseboard with dowels cemented to it over which ordinary colored spools are placed to help in number concepts), card cutouts showing the different theorems in geometry, graph boards (constructed of beaver board, pins, and rubber bands and used for geometry and algebra), sheet-metal cones and pyramids (showing the relationship between themselves and a cylinder and rectangular prism). Most of the homemade models reported in relation to mathematics were suited for the primary and intermediate grades.

Among the science models were: volcanoes, structure of the outer crust of the earth, peninsula, isthmus, levers (the three classes including composite types), cylinder of a gasoline engine, water pump, wheel and axles, pulleys, gears, inclined planes, wedge, animal tracks (plaster casts), boats, aircrafts, electromagnets, sound equipment (such as nails and a wooden board, glasses partially filled with liquid), and simple electric motor.

Many times models can be procured without great financial burden to the school. Recently a community drive was successfully completed by our school for stuffed animals. The total cost could best be estimated as comparable to the cost of a few gallons of gasoline, a few hours of the staff's time, and cooperation by the local newspaper and radio station. The net result was a variety of stuffed animals, fossils, and minerals. I'm sure you will agree that these aids for teaching were gotten at a very reasonable cost.

The comments accompanying the form letters which were returned were varied in nature and wide in scope. There were both pros and cons for the commercial as well as the homemade models. In general, the comments seemed to indicate individual likes and dislikes along with the reasons of each person returning the forms. However, they can be summed up as follows:

*Commercial Models*

*Pros*

1. They are scaled and accurate.
2. They lend themselves to individual instruction.
3. They are easily understood and explained by the instructor.
4. They are more detailed than homemade models.
5. They are colored which is of value to the students with some sight.
6. They are durable.
7. They can be used in the grades as well as advanced studies in high school.
8. Most details of these models are of a nature to be understood by the use of the tactual sense.

*Cons*

1. They are too expensive.
2. They are not detailed enough to be of practical value.
3. They have only eye appeal and are not of much value to the tactual sense.
4. They do not make use of textures.
5. Some are not scaled accurately.

6. They do not make use of motion and sound.
7. They present the problem of storage.

*Homemade*

*Pros*

1. They are understood more easily by the child who constructs them.
2. They are more accurately geared for their specific use or purpose.
3. They make use of the child's skills in the building or constructing.
4. They are inexpensive.
5. They can be discarded and new ones made.
6. Most of the models needed are simple models.
7. They can be made by correlating academic class work with the industrial arts program in the junior and senior high school.

*Cons*

1. They are too time consuming to construct.
2. Some models are too complicated to construct. (scale and texture)
3. They are not as versatile as the commercial company models.
4. It takes a large staff to manufacture your own models (carpenters, etc.) in cases where models are made by the staff.

Along with the above comments a group of general principles seems to be noticeable. Some of these rules were phrased directly. These rules can be listed as:

1. Models should not be used in the place of real things which are not too large or too small to be understood.
2. Special care should be taken by the teacher to insure that the child is interpreting the models and their parts correctly.
3. A model with eye appeal does not mean that it is of value in the instructional purpose for which it was intended.
4. Models used in the teaching of the blind are an essential part necessary in the pyramid of learning for the blind.
5. Models are not an end in themselves in relation to the education of the blind.

The full evaluation of a research paper of this type cannot always be arrived at without a time interval in which so much material in the way of comments can be digested. There are, however, some concrete values which can be recognized at this time, the most important being that the greater number of schools for the blind and Braille classes throughout the nation are not as adequately equipped with the aids and models necessary to do a superior job of teaching as possible. Another of the more concrete facts established by this research project is the untold wealth of homemade models and methods of their construction which may be used in the classroom situation. A very few schools for the blind have, what is deemed by the instructors, a model collection which is necessary for the proper teaching of science and mathematics. The schools equipped for this job are schools which have the funds allocated for the securing of a model library. Our own school is not fully equipped. However, I am happy to report that within a few years our collection will be on a par with the leading schools of the nation in relation to the models felt necessary for superior instruction.

The purpose of this paper was to compile as complete a list as possible of the sources of commercial and home-made models which would prove useful to teachers of science and mathematics. This could then be used at the discretion of the teacher but is in no way intended as a criticism of models or a final opinion in regard to their use.

# THE BLIND IN THE PHILIPPINES

*By* EDWIN J. CULBERTSON

Most war-torn countries have found that the reconstruction of the schools is a problem of first consideration after a peace is effected. The situation in the Republic of the Philippines was no exception. When the war was over, the National Department of Education faced a Herculean task of providing to the children of the islands an opportunity for learning. Buildings had been destroyed; books had been burned; equipment had been removed; and a colossal number of their teachers had been killed. The first task was to supply a type of

education to the greatest number in the shortest length of time, for many children had passed through the war years without any academic training. It is easy to understand why the handicapped group, which composed a minority, did not receive the assistance that one would desire for it.

This situation will be remedied in time for the Philippine people have long realized their obligation in the area of special education. In 1907 they created a National School for the Deaf and Blind and located that institution in Manila. With the exception of the war years, it has been in continuous operation and had admirably served thousands of handicapped students.

The present building was constructed in 1923. The school is beautifully situated on a campus of several hectares with the grounds interestingly landscaped. Originally the School for the Deaf and Blind was a boarding one, but the recent lack of funds has forced the officials to decide that a day school would be the only operational outlet for them. Now, students take only lunch at the school; most of the food that is served is grown in the gardens on the campus.

The school has a trained faculty of twenty to care for approximately one hundred students. Why is the student body so small? Obviously the answer is a financial one. Formerly the government was able to provide instruction, lodging, food and laundry to all the deaf and blind students. It is impossible now. What is the scope and potentiality of the school? No one knows. An endeavor is being made to get the national, census bureau to determine the number of deaf among the islands, but no accurate figures are available. It has been estimated that there must be at least eighteen thousand handicapped, Philippino people who need the services of this school.

It is gratifying to know that the work with the blind is under the leadership of a well qualified person who had attended the school from the primary grade through the secondary program. She was graduated with honors from the University of the Philippines and then returned to her own first school as an instructor. Her vision loss is one hundred percent. She and her staff are confronted with many problems in the education of the blind. First there is the great disparity in age levels. Her youngest pupil is six years old while the eldest is fifty-five; both examples are to be found in the first year program. It is a taxing demand on the instructor to provide interesting, teaching materials to such varied, chronological groups. Her second task is that of securing reading materials. Before the war the library of Braille books was most adequate, but during the occupation these books were burned. In replacing the library, most of the Braille books have been secured from America; hence, few contain stories about the Philippine Islands or her peoples. Her third problem is with spoken language.

There are over seven thousand islands in the Philippine Republic. Some seventy dialects are spoken among these islands. The eight major dialects are Tagalog, Cubuano, Ilocano, Hiligaynon, Bicol, Samar-Leyte Visayan, Pampango and Pangasinan. Spanish is spoken by a small group, probably less than three percent of the population, but it has had a strong impact on the vernaculars. The Prator Report on *Language Teaching in the Philippines* estimates that "almost half the population is to some extent multilingual, speaking English and a vernacular or several vernacular tongues." The teaching of the blind is accomplished with English as the language of instruction, but few of the students can handle the English language adequately when they arrive for training. To find teachers qualified to work with the blind who also would be secure in a number of the dialects would be an impossibility. It is easy to understand why her difficulty with communication is such a formidable one since the students have such varied, dialectic backgrounds.

The fourth problem is a monetary one relative to the purchasing of supplies. It is difficult to secure an exchange of Philippine pesos for the monies of the world in order that teaching materials may be purchased outside the Philippine Republic. Even the standard journals concerning the problems of the blind are not to be found in the library because of the exchange situation.

These problems would indicate that the plight of the blind student is an acute one in the Philippine Islands, but the situation also has its brighter side for the benefits of the school for the blind to its students are many. The faculty has been, and is now, most ingenious

---

Dr. J. Edwin Culbertson is on the staff of the Speech and Theatre Department of Indiana University — now completing a year as a Fulbright Lecturer in phonetic and speech correction in the Philippines.

in devising teaching materials. The tactile approach to the teaching of the blind has been utilized in all types of aids such as raised maps, Braille boards made of plywood and so punched that marbles may be used on them for the characters, jig-saw puzzles which give the outline of states and countries. Some of the Philippino people are excellent wood carvers; these carvings have been used to give the details of animals and objects. A stimulating musical program has been arranged which makes it possible for the blind to learn to play musical instruments, hear recordings of the great music of the world, and engage in group singing of national folk songs as well as the more standard vocal selections. Dining room etiquette is given during the noon meal so that the blind may be taught to eat inconspicuously and with poise. Help is given to the blind student so that his conversation is interesting and provocative. He is taught to accept his handicap and to live with it rather than to maintain rejection and a desire for sympathy. He is instructed in many crafts for both vocational and recreational purposes. Psychological help is given to him so that he may compete eventually in a seeing world.

When a student is graduated from the secondary department at this school for the blind, he is qualified to enter the university of his choice and have his records evaluated against those of any other accredited institution. The Manila School for the Blind is preparing its students to engage in a productive life and to become useful citizens of the new republic.

# GRAMMAGRAPHY SYSTEM FOR THE BLIND

*By* MRS. EVANGELIE MICROPOULOU

In the Greek institutes for the blind, besides the raised dot system known as Braille, the Grammagraphy System is also taught.

The Grammagraphy System is very beneficial to the blind because they are taught to recognize the characteristics of the alphabet and numbers. In this way they can correspond and be understood by everyone. The typewriter is a much faster means of writing for the blind, but the bad point is that they have no knowledge of the form of the letters or numbers they are writing. They can't possibly recognize the difference between A or B, 1 or 2, etc., whereas with the Grammagraphy System the blind obtain a knowledge of the character of the alphabet and numbers that the sighted use.

This system is much more important to deaf-blind persons, for since they cannot speak to express themselves, they must have some sort of system which can be understood by all. If a deaf-blind child has only the knowledge of the Manual or Braille System very few people can be of any help to him. With the Grammagraphy System he can write out exactly what he desires and be understood by all. For example, if a deaf-blind student should ask for a *book* in Braille, or if he uses the Manual System, how many people would be able to understand him? In the Grammagraphy System all he has to do is write out BOOK, using a pencil and *the bar of the Braille slate,* all letters being written in capitals and very much like square letter manuscript writing.

The Grammagraphy System is taught to the blind child once he has learned the placement of the numbers on the square of the slate, which are*-

1 0 0 4
2 0 0 5
3 0 0 6

It is then very easy for a student to learn this system. Of course the pencil writing is from right to left rather than from left to right, starting with the easiest letter "I", thus:

"I" written by marking from 1 to 3

"L" written by marking through 1, 3 to 6.

---

Evangelie Micropoulou is a teacher in the School for the Blind in Athens, Greece. She is a graduate of the Athens Callithea Normal School with an N.S. degree. For the past two years Mrs. Micropoulou has been pursuing special training in the United States in the Education of the deaf-blind, and is now returning to Greece.

"O" written by marking through 1, 3, 6, 4 to 1

"U" written by marking through 1, 3, 6 to 4

The letters E, F, etc., are written as follows:

"E" written 4, 1, 3, 6 and then raising pencil and marking from 2 to 5 on the same square.

"F" written 4, 1, 3 and then raising pencil and marking from 2 to 5 on the same square.

The numbers are written in the same manner, as follows:

"1" is written 4, 6

"2" is written 1, 4, 5, 2, 3, 6.

"3" is written 1, 4, 2, 5, 6, 3.

---

*Editor's note. — The system explained by Mrs. Micropoulou has been adapted by using the numbers assigned to the Braille dots accepted for Standard English Grade 11 Braille, as seen on the regular Braille writer. Mrs. Micropoulou had assigned three additional numbers to the space between the dots and such spaces might be numbered 7, 8 and 9 reading up. This is necessary in teaching such letters as A, M, T, V, and Y where lines terminate half way between the corners of the block letters. It is suggested the reader try this system on the Braille slate bar to see how easy it is to write pencil writing by this method, with a tool already well known to the blind. Teachers will find the orientation well understood by blind pupils who use the slate bar for Braille. Best results are obtained by using a slender pointed pencil to fit smoothly into the cells of the slate bar.

Complete information on the adaptation and use of the Grammagraphy system of pencil writing is covered in a monograph "The MM System of Pencil Writing," printed by the Edwin Gould Printery, 999 Pelham Parkway, New York 69, N. Y. The price is 50¢.

## BOOKS RECEIVED

*Touch Reading, A Manual for Adults Who Want to Learn to Read Braille,* by Janet Wise, is a new primer designed especially for those who wish to study Braille without a teacher or between the teacher's visits. To serve this purpose, the text is in two parts — a Braille copy in two volumes and an inkprint counterpart which reproduces, page for page, and line for line, the Braille material. By this means, any seeing reader, even though knowing no Braille, can serve as aide and help the blind student out of any difficulty he may encounter.

Explanations are in the second person, and when read aloud by the sighted aide, are addressed directly to the student.

The lesson material is presented clearly and simply, and the student proceeds directly from Grade One to Grade Two without pausing for Grade One and a Half — that is, no word is presented except in its final contracted form.

Abundant practice material is provided and its fresh and interesting quality minimizes as far as possible the drudgery often associated with learning to read Braille. The pervading spirit of the entire manual is that "learning Braille can be fun."

The Braille edition contains a "Foreword for Blind Teachers" and the inkprint companion a "Foreword for Sighted Aides," as well as a "Foreword for Students." "Touch Reading" is priced at $6.25 per set (inkprint and Braille together) postpaid, and may be ordered from the publishers, McKay Associates, 112 East 19th Street, New York 3, New York.

# NEWS FROM THE FIELD – UNITED STATES AND ABROAD

The following is a statistical report relating the young blind men and women who benefited from Lighthouse scholarship assistance of the New York Association for the Blind, over a period of ten years. These awards range from $50 to $250 per annum. Our grants supplement other sources of income by providing funds for maintenance, guide service, school supplies extra clothing and other special needs.

Students receiving Lighthouse scholarship grants - 1944-1953 - 87

| | |
|---|---|
| Men | 50 |
| Women | 37 |
| White | 74 |
| Negro | 13 |

Age when scholarship received:

| | |
|---|---|
| Under 21 | 47 |
| Over 21 | 40 |

| | |
|---|---|
| Residing in Lighthouse area when awarded scholarship | 71 |
| Residing in Brooklyn or out of City | 16 |
| Undergraduate students in colleges or universities | 52 |
| *Graduate students in colleges or universities | 15 |
| Students taking special education | 20 |
| Completed work for which scholarship was granted | 51 |
| Still in college (September 1953) | 29 |
| Did not complete work (due to illness, family reasons, etc.) | 7 |

*Employment:

| | |
|---|---|
| Professions | 27 |
| Clerical | 5 |
| Industry | 7 |
| Own Business | 5 |
| Housewives | 2 |
| Unemployed | 6 |
| Status unknown | 6 |

| | |
|---|---|
| Received other services from Lighthouse in addition to scholarship | 83 |
| Received scholarship as only service from Lighthouse | 4 |

Approximately $15,750 was expended over this ten year period for scholarships.

FIELDS OF SPECIALIZATION

*Graduate Work*

Master of Arts in Education of the Handicapped
Master of Arts and Doctorate in Philosophy
Master of Science in Social Work
Master of Arts in Romance Languages
Master of Arts in Economics
Doctorate in Clinical Psychology
Law

*TYPES OF EMPLOYMENT*

*Professions*

| | |
|---|---|
| Social workers and home teachers | 11 |
| Social service investigator | 1 |
| Vocational Rehabilitation Counselor | 1 |
| Music teachers | 3 |
| Concert violinist | 1 |
| Church soloist | 1 |
| Teachers in schools for the blind or colleges | 5 |
| Corrective therapist | 1 |
| Entertainers (night clubs, etc.) | 3 |

*Clerical*

| | |
|---|---|
| Transcribing typists | 5 |

*Industry*

| | |
|---|---|
| X-ray technician | 1 |
| Piano tuner | 1 |
| Printing Press Operator | 1 |
| Miscellaneous | 4 |

*Own Business*

| | |
|---|---|
| Insurance | 2 |
| Phonograph recording | 2 |
| Hardware business | 1 |

*COLLEGES, UNIVERSITIES AND SPECIAL SCHOOLS ATTENDED*

| School | Location | No. Taking Undergraduate Work | No. Taking Graduate Work |
|---|---|---|---|
| Adelphi College | Garden City, N. Y. | 2 | |
| Brandeis University | Waltham, Mass. | 1 | |
| Brooklyn College | Brooklyn, N. Y. | 5 | 1 |
| City College | New York, N. Y. | 9 | |

| | | |
|---|---|---|
| Columbia University | | |
| New York, N. Y. | 4 | 4 |
| Cooper Union | | |
| New York, N. Y. | 1 | |
| Cornell University | | |
| Ithaca, New York | 1 | |
| Fordham University | | |
| New York, N. Y. | 2 | 4 |
| Hamilton College | | |
| Clinton, New York | 1 | |
| Harvard Law School | | |
| Cambridge, Mass. | | 1 |
| Hunter College | | |
| New York, N. Y. | 2 | 1 |
| Illinois, University of | | |
| Urbana, Illinois | 1 | |
| Ithaca College | | |
| Ithaca, New York | 3 | |
| Juilliard School of Music | | |
| New York, N. Y. | 2 | 1 |
| Kansas, University of | | |
| Lawrence, Kansas | | 1 |
| Manhattan School of Music | | |
| New York, N. Y. | 1 | |
| Master Institute of United Arts | | |
| New York, N. Y. | 1 | |
| Mexico College | | |
| Mexico | 1 | |
| Mount Saint Vincent, College of | | |
| New York, N. Y. | 1 | |
| New England Conservatory of Music | | |
| Boston, Mass. | 1 | |
| New York University | | |
| New York, N. Y. | 4 | 4 |
| Our Lady of Good Counsel | | |
| White Plains, N. Y. | 1 | |
| Overbrook School for the Blind Course for Workers with the Adult Blind | | |
| Philadelphia, Pa. | 1 | |
| Pennsylvania, University of | | |
| Philadelphia, Pa . | | 2 |
| Princeton University | | |
| Princeton, N. J. | | 1 |
| Queens College | | |
| Flushing, N. Y. | 6 | |
| Spelman College | | |
| Altanta, Ga. | 1 | |
| Saint Francis College | | |
| Brooklyn, N. Y. | 1 | |
| Swedish Institute of Massage | | |
| New York, N. Y. | 1 | |
| Union College | | |
| Schenectady, N. Y. | 1 | |
| Vermont, University of | | |
| Burlington, Vt. | 1 | |
| West Liberty State Teachers' College | | |
| West Liberty, W. Va. | 1 | |
| Western Reserve University | | |
| Cleveland, Ohio | | 1 |
| Merchants and Bankers Business and Secretarial School | | |
| New York, N. Y. | 4 | |

Marion Held, Director
Department of Direct Services

* * *

On February 4, the Board of Commissioners let the contract for a new Trades Building at the South Carolina School for the Deaf and the Blind. The successful bidder was the firm of Christman and Parsons of Spartanburg, South Carolina. This building will have in it the office of the Vocational Supervisor and Guidance Director, the Home Making Department, a Textile Shop, Commercial Department and a Snack Bar. Construction is to get underway immediately, and we expect it to be completed in time for the opening of school next fall.

The Palmetto Leaf

* * *

The third annual Open House was held again this year at the Virginia School for the Deaf and the Blind, for the purpose of acquainting social workers, teachers, school administrators and the general public with the education of the deaf and the blind of Virginia.

One hundred and fifty guests saw working classes and completed projects. Three sessions were held during the day. The morning session at 10 o'clock in the Lewellyn Gymnasium presented classroom work first in Braille reading and writing, in music and home economics for the blind, then showed speech training for the deaf, including the use of group hearing aids, practice in rhythmic speaking and songs with a piano, and the recitation in arithmetic of a class depending upon lip-reading.

During the Luncheon vocational work was exhibited and explained by the principals, Mr. Joseph R. Shinpaugh, Jr. of the Department for the Deaf, and Mr. Norman Griggs of the Department for the Blind: "living pictures", posed scenes illustrating activities in Home

Economics were presented by deaf girls under the direction of Miss Emilie Zobel with descriptive materials being read by Mrs. Kessler of the Home Economics Department.

The afternoon session opened at 2 o'clock with demonstrations in physical education, sports and dancing.

Mr. Joseph E. Healy, Superintendent, welcomed our guests and extended an invitation to the audience to visit the school again and thanked the visitors for their interest in Special Education and in this school. He further explained some of the problems with which the school is confronted in the education of the handicapped.

Highlights of the program were a rhythmic recital of songs by pupils of the upper school of the Department for the Deaf, an interpretive dance by eight deaf girls, and a rousing rendition of the Battle Hymn of the Republic by the senior chorus of the Department for the Blind.

The demonstration was arranged to show the progress of pupils from the beginning classes to graduation. Mr. Norman Griggs, assisted by Mrs. Harry Hanrick, was in charge of the demonstration of the Department for the Blind and Mrs. Joseph R. Shinpaugh, Jr. assisted by Mrs. Adelaide Killorin, was in charge of the demonstration of the Department for the Deaf.

The Virginia Guide

* * *

Mr. Lee Iverson, who was head of the industrial arts and physical education departments at the Iowa School for the Blind, Vinton, has been appointed Principal of the Department of the Blind at the Florida School.

Mr. Iverson's home state is Arizona, but for the past ten years he has been living in the Mid-west. He received his B.S. degree from the Stout Institute of Menomonie, Wisconsin, and is completing his M.A. at New York University.

He was on the staff of the Iowa Braille and Sight Saving School for four years where he taught science, industrial arts, physical education and cane travel. He was also in charge of the testing and counseling and work experience programs. During his first three years at Iowa he coached wrestling, swimming, and track, and was active in organizing the Mid-Western Athletic Association of Schools for the Blind.

Mr. Iverson, who had been a very successful coach of wrestling while in Iowa, has begun developing a team here which will soon compete in the Eastern Athletic Association of Blind Wrestling Tournament.

He is married and has a young son. His wife was formerly a teacher of home-making at the Iowa School.

Florida School Herald

* * *

Over 6,000 people accepted the invitation on November 8, 1953 to visit the new, three million dollar structure for the visually handicapped.

The school plant is located on a one hundred acre tract, just south of Worthington, Ohio, at 5220 N. High Street. Free from disturbing noises, smoke and dust, the site is ideal for concentration and study.

To insure greater efficiency in instruction and the least amount of distraction all departments are set off into learning areas. For example, the music department, consisting of practice rooms, band room and music studios arranged around the 400 seating capacity modern auditorium. The industrial art and craft departments are located in another area; while the elementary department is almost a school apart from all the others. The elementary department has its own auditorium, gymnasium, kitchen and canteen. While all the learning areas are distinctly and comfortably separated from each other, still all departments are under the same roof assuring easy accessibility to each other.

There are eight cottages at convenient distances apart, all connected to the main building by means of large covered walks. The central idea of the whole school structure is to create a home-like atmosphere. This feature is augmented a great deal by the cottage plan. Each cottage is equipped to care for twenty to twenty-five pupils. A houseparent and an assistant is provided for each cottage. A large recreation room and kitchenette is in each cottage, fully equipped with toys, books and utensils to stimulate a situation and atmosphere as near that of a good home as is physically possible.

The comments most frequently heard from the many visitors are "What a beautiful building!" "Did you see that lovely auditorium with the recessed lights, — no footlights?" "That hospital. I wouldn't mind being

sick in a bright, cheery place like that!" "Oh, there are so many new things to see. Surely, this is the last word in a school for the blind." "I wish I could have gone to a school like this."

The great state of Ohio may have been a little slow in recognizing the needs for her visually handicapped children, but when it did come it surely was generous and ample in the new Ohio State School for the Blind.

O. J. HILL

* * *

Volume 1, No. 3 of the International Journal, published in February of 1952, is now worth 75¢. Any reader having a spare copy is requested to contact the editors.

* * *

Superintendent Robert L. Lambert observed the twentieth anniversary of his superintendency of the Indiana State School for the Blind on March 10, 1954. His twentieth year was marked by the "breaking-in" of a new principal, the addition of two subjects to the high school curriculum and an expanded extra-class activities program.

After fifteen years of faithful and loyal service of a dedicated nature, Dr. S. M. Whinery retired the principalship and was succeeded by Arthur Mosele, who had been physical education and wood shop teacher for one year at ISB and has had three years experience as principal in the McCordsville, Indiana, high school.

For the first time at ISB cursive handwriting is being taught by Mr. Mosele to the twelfth grade. The aim is that all students may at least learn to sign their own names, and it is expected that the subject will be taught at a lower grade level in the future. The other subject added to the curriculum this year is journalism, taught by F. H. Drexler.

The addition of a wrestling team to ISB's extra-class program fills a long felt need for an opportunity for boys to engage in interschool competitive athletics. Coach of the team is the new physical education teacher, Leonard "Dan" Walkowski, the only addition to the faculty this year. ISB's well-equipped gymnasium and complete playground equipment are utilized by Mr. Walkowski in his teaching and coaching.

* * *

Other extra-curricular activities this year are the Indiana News Writers Association which publishes a monthly school newspaper, *The Indiana Recorder,* in Braille and mimeographed editions, sponsored by Mr. Drexler and E. J. Williamson, respectively; the Girls' Athletic Association and the Indiana Senior Athletic Association (boys), both of which award a sweater annually to its member accumulating the highest number of points in its athletic "aims" for the school year and which cooperated in the presentation in February of a musical comedy, "Right About Face," directed by Mrs. Octavia Landers, and an all-high school "mixer" dance each semester.

However, the newest extra-class activity is the student-operated canteen, under the supervision of Mr. Mosele, at which students may purchase candy and soft drinks. Students no longer need leave the campus and cross a national highway to secure these delicacies and, in addition, gain valuable experience in selling.

The bi-ennial presentation of "Why the Chimes Rang" by students of all grades was well attended and received by parents and friends of the school. In April, the operetta, "Green Cheese," directed by Mrs. Thelma Bales and Mrs. Joan Huestis, was given its Indianapolis premiere by high school students, while the annual recital of music students of Mrs. Mabel C. Leive, Mrs. Harriet Minor, Mrs. Bales and Mrs. Landers was presented in the Steinway Centenary Concert, May 2, under the general direction of Mrs. Leive, chairman of the music department.

The following Saturday, May 9, students of Mr. Mosele, wood shop; L. H. Conley, cane and broom shop; R. E. Wagner, Jr., piano tuning; Mrs. Joy Cochran, home economics, and Mr. Walkowski, physical education, presented their annual exhibition and demonstration of their work.

Although a part of the curriculum, the orchestra directed by Mrs. Landers and the school's four choruses led by Mrs. Bales are extra-curricular in many of their functions. In addition, about eighty students are given private instrumental and vocal music lessons with supervised practice periods by the four teachers of the music department.

Building improvements include the redecoration — new paint, carpets and draperies — of the five student residences; new television sets and an automatic record player for cottages which needed them, and the repainting of the

school's auditorium and new draperies for its windows.

Parental interest in the school is reflected by the thriving P.T. A. unit now in its second year. Everett Whiteman, one of the parents who took the initiative in organizing the group, has been its president for the past two years. Through the sale of Christmas corsages the P.T. A. has been able to contribute to the financing of the school operetta and purchase several classroom teaching aids and books not available under the federal subsidy quota.

The complete faculty of the school includes:

Elementary — Miss Edna Reese, first grade; Mrs. Heustis ,second grade; Mrs. Florence Jacobs, third and fourth grade; Mrs. Williamson, fifth and sixth grades.

Secondary — Mrs. Ruby Williams, English, mathematics and science; Mr. Drexler, social studies and English; Mr. Walkowski, physical education and social studies; Mrs. Cochran, home economics and physiology.

Music — Mrs. Leive, chairman, and piano; Mrs. Bales, voice; Mrs. Landers, violin, and Mrs. Minor, organ and piano.

Vocational — Mr. Conley, cane and broom; Mr. Mosele, wood; and Mr. Wagner, piano piano tuning and repair.
tuning and repair.

Frederick E. Drexler
Indiana School for the Blind

* * *

The Board of Commissioners on March 23 awarded a contract for the remodeling and fire-proofing of the Older Boys' Dormitory at the South Carolina School for the Deaf and the Blind. The successful bidder was Christman and Parson of Spartanburg, South Carolina. This wing of the main building will be of fire-proof material and of modern construction. The total cost will be approximately $125,000.00. Work is expected to begin immediately.

* * *

## LETTERS RECEIVED

February 3, 1954

Dear Editor:

The Education of the Blind that was sent the other day to our school is now in the hands of our school. It is very useful as the contents of your book gives us the methods of clear teaching of the blind. In this country, it is very difficult to procure this kind of book.

Now I should like to tell you something about our school. In the early fall of 1953 at the west end of Taegu City, we constructed a big dormitory by the assistance of the UN organization and including the other helpers with $25,000.

When the ceremony of completion of our dormitory was held, we entertained with a program by the blind and deaf pupils to all donors and visitors. I enclose a picture of our blind girls, middle school class, playing the piano on that day.

We hope your remembrance from the heart continues forever and your spiritual assistance shall be a great present to our pupils and unfortunate people in Korea.

We are now going to prepare to construct the school building this year, and doing our best to resolve the problems of financial matters.

We are now preparing the magazine, in Korean, for the blind and will send you a copy after the completion of the translation.

Yong Sik Rhee, Principal
Taegu School for the Blind and Deaf
Taegu, Korea

THE INTERNATIONAL JOURNAL
FOR
THE EDUCATION OF THE BLIND, INC.

999 Pelham Parkway
New York 69, N. Y.

JOSEF G. CAUFFMAN, *President*
ROBERT N. FRYLER, *Second Vice-President and Editorial Advisor*
MERLE E. FRAMPTON, *Secretary-Treasurer*

BOARD OF TRUSTEES

W. E. ALLEN
FRANCIS M. ANDREWS
A. L. BROWN
KENNETH E. BUSH
V. E. CARTER
JOSEF G. CAUFFMAN
P. E. DAVIS
MRS. M. C. DE VERDALLE
JOHN W. EADIE
W. J. FINCH
LEO J. FLOOD
MERLE E. FRAMPTON
SIENA D. GALE
W. C. GOLA
ALTON G. HOOK
ROBERT LAGEMANN
PAUL J. SANDAS
J. C. LYDEN
CARL D. MORRISON
BOYD E. MURPHY
DONALD W. OTTENWELLER
HEIN PALLESEN
ROBERT M. PEARCE
NEAL E. QUIGLEY
W. G. SCARLETT
ABRAM SHAH
V. E. STAFFORD

Perkins Institution and Massachusetts School for the Blind—Anthony Ackerman; Royer-Greaves School for the Blind—Howard Strickland; South Carolina School for the Deaf and the Blind—Miss Lola B. Walling; Tennessee School for the Blind—Fred C. Hill; Texas School for the Blind—Mrs. Tacy B. Albright; Virginia School for the Deaf and the Blind—William T. Heisler; Western Pennsylvania School for the Blind—Mrs. Annabel C. Davis; West Virginia Schools for Deaf and Blind—Seldon Brannon; Wisconsin School for the Visually Handicapped—C. J. Engler.

Articles concerning the education of the blind should be addressed to The Editors, The Education of the Blind, 999 Pelham Parkway, New York 69, New York, on the following subjects: (1) Administration and Supervision; (2) Buildings and Construction; (3) Methods of Instruction; (4) Techniques, Technical Aids and Equipment; (5) Experimentation and Research; (6) Tests and Measurements; (7) Philosophy and Ideals; (8) Panel Discussions; (9) Problems and Obstacles; (10) Personnel, Who's Who, and Exchanges; (11) Questions and Answers; and (12) Educational News from the Field — United States and Abroad. For subscription and membership privileges, see below.

---


# THE INTERNATIONAL JOURNAL

FOR

# THE EDUCATION OF THE BLIND, INC.

999 Pelham Parkway
New York 69, N. Y.



JOSEF G. CAUFFMAN, *President*

EGBERT N. PEELER, *Second Vice-President and Editorial Advisor*

MERLE E. FRAMPTON, *Secretary-Treasurer*

## BOARD OF TRUSTEES

W. E. ALLEN
FRANCIS M. ANDREWS
A. L. BROWN
KENNETH R. BUNN
V. R. CARTER
JOSEF G. CAUFFMAN
F. E. DAVIS
MRS. M. C. DE VERDIALES
JOHN W. EAKES
W. J. FINCH
LEO J. FLOOD
MERLE E. FRAMPTON
ELENA D. GALL
W. C. GILL
JESSIE ROYER GREAVES
STANLEY R. HARRIS
JOSEPH E. HEALY
H. D. JEFFREY
ALTON G. KLOSS
ROBERT LAMBERT
PAUL J. LANGAN
J. C. LYSEN
CARL D. MONROE
BOYD E. NELSON
DONALD W. OVERBEAY
EBER PALMER
EGBERT N. PEELER
NEAL F. QUIMBY
W. G. SCARBERRY
AMAL SHAH
P. B. STEPHENS
EDWARD W. TILLINGHAST
LAURENS WALKER
EDWARD J. WATERHOUSE
J. M. WOOLLY

## INTERNATIONAL ADVISORS

A. M. AHASSIHAH, Queen Huzeima School for the Blind, Saadoon' Park, Baghdad, Iraq.
C. R. K. ALLEN, Halifax School for the Blind, Halifax, Nova Scotia.
HECTOR CADAVID ALVAREZ, Escuela de Ciegos y Sordomudos, Medellin, Colombia, S. A.
RIAD M. ASKAR, Higher Institute of Education, 17 Safer Station Street, Ramlah, Alexandria, Egypt.
MRS. G. T. BADGER, 4 Plasturton Gardens, G. B. Cardiff, England.
P. MARIO U. BELLINI, Instituto Serafico per Ciechi e Sordomuti-ASSISI, Assisi, Italy.
P. BRUNNER, Asile Des Aveugles, 15 Avenue de France, Lausanne, Switzerland.
MRS. P. CAMERON, Fazakerly Open Air School, Higher Lane, Liverpool 9, England.
E. W. CHRISTIANSEN, The New Zealand Institute for the Blind, 545 Parnell Road, Aukland S.I. 1, New Zealand.
SUBHI TAHER DAJANI, Alaiya School for the Blind, Ramallah, Kingdom of the Jordan.
KINGSLEY C. DASSANAIKE, Ceylon School for the Blind, Mt. Lavinia, Ceylon, India.
H. S. EDKINS, Birmingham Royal Institution for the Blind, Court Oak Road, Harborne, Birmingham 17, England.
MITAT ENC. Gazi Egitim Enstituso, Ankara, Turkey.
M. FLORENTIN, Instituto Venevoland De Ciegos, Caracas, Venezuela.
SALIM P. GARBOUSHIAN, British Syrian-Lebanese Mission, School for the Blind, P.O. Box 166, Beirut, Lebanon.
TORE GISSLER, Institutet Och Forskolan for Blinda, Tomteboda, Sweden.
EERO J. HAKKINEN, The Blind School of Kuopio, Kuopio, Finland.
S. W. HEDGER, "Narooma," Menzies Creek, Victoria, Australia.
K. N. JUSSAWALA, The Victoria Memorial School for the Blind, Tardeo, Bombay, India.
J. LAANSMA, "Bartimeus", Zeist, Holland.
DR. J. N. LANGDON, Royal Normal College for the Blind, Rowton Castle, Nr. Shrewsbury, Shropshire, England.
KENJI MATSUNO, National School for the Education of the Blind, 120 Zoshigaya, Bunkyo-ku Tokyo-to, Japan.
PROF. ALEJANDRO MEZA, 12A DePuebla 260-4, Mexico 7, D.F.
PETER S. N. OOST, Prins Alexander Stichting, Huis Ter Heide, Netherlands.
MISS DELFINA OTERO, 562 Prolong Avenue Espana, Lima, Peru.
PROF. LILIA RAMOS, San Jose, Costa Rica.
P. N. VENKATA RAU, Government School for Blind, Poonamallee, Chingleput District, India.
AMAL SHAH, Calcutta Blind School, Behala, Calcutta.
L. THIMMIAH, School for Deaf and Blind Boys, Mysore, India.
DR. CARL TRAPNY, Blinden-Erziehungs-Institut, Hofzeile 15, Vienna XIX, Austria.
H. J. VALLENTYNE, Ontario School for the Blind, Brantford, Ontario, Canada.
DR. C. M. WALLER ZEPER, Instituut Tot Onderwijs Van Blinden, Amersfoortsestraatweg 80, Netherlands.

Any person interested in the welfare of the blind shall be eligible for membership in the Corporation and will receive The International Journal for THE EDUCATION OF THE BLIND in the following three classifications:

1. Life membership, upon the payment of the sum of one thousand dollars ($1,000) within a given fiscal year.
2. Annual membership, upon the payment of the sum of twenty-five dollars ($25) within a given fiscal year.
3. Special membership, upon the payment of five dollars ($5) within a given fiscal year, to the following persons:
   (a) blind persons
   (b) members of the staffs of schools, societies, agencies, institutions, or commissions engaged in work for the blind or partially blind, directly or indirectly.

Rights and privileges of members with regard to voting in the corporation are stated in the Articles of Incorporation. Checks and post-office orders for membership should be made payable to the International Journal for the Education of the Blind, Incorporated, 999 Pelham Parkway, New York 69, New York. Subscription and membership dues for professional journals are deductible for Income Tax purposes.